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ABSTRACT

Summarizes findings from the 2001 survey of Community College of Philadelphia (CCP) graduates regarding their transfer experiences. Prior to data analysis, the respondents were divided into two curricular clusters (career and transfer) based on their program of study at the College. Of the 1,143 associate degrees awarded in 2001, 42.2% were awarded in transfer programs and 49.8% were awarded in career programs. Key findings of the survey relate to the subsequent college experiences of CCP graduates. The transfer rate for CCP graduates within a year of graduation is relatively high in comparison to previous survey findings. As expected, a larger percentage of transfer program graduates in 2001 (68%) continued their education than did career program graduates (42%). CCP graduates in 2001 enrolled in a broad range of curricular programs at their transfer institutions. While education was the major field of study for 2001 CCP graduates, there were also graduates who continued their studies in a variety of business, social and behavioral science, and allied health programs. The survey also revealed that most graduates who subsequently continued their education were pleased with the staff support and transfer course preparation they received at CCP. (RC)

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COMMUNITY COLLEGE OF PHILADELPHIA

Transfer Outcomes of Graduates in 2001

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Transfer Outcomes of Graduates in 2001

Introduction

A survey of Community College of Philadelphia's (CCP) 2001 graduates was undertaken starting during the late winter and extending through summer 2002. The survey questionnaire contained a variety of items related specifically to transfer experiences and this report provides a summary of these outcomes. A parallel IR report which highlights the career experiences of 2001 graduates, titled *Career Outcomes for 2001 Career Program Graduates (October 2002),* is available on the IR website (http://inet.ccp.cc.pa.us/VPFIN-PL/ir/).

Prior College Attendance

Prior to data analysis, respondents were divided into two curricular clusters (career and transfer) based on their program of study at the College. In 2001, the College awarded a total of 1143 associate degrees. Of the total degrees awarded in 2001, 49.8% were awarded in career- programs; 42.2% were awarded in the transfer- programs; and 8% were in General Studies.[1] As a point of comparison for the 2001 information, the transfer experiences of 1999 and 2000 CCP graduates are also presented in some of the subsequent graphs.

Approximately one-third of career program graduates who responded to the survey indicated they were reverse- transfers since they had attended college prior to CCP (Figure 1). This is consistent with the percentage of graduates in prior years that were reverse-transfers. Graduates of transfer programs were slightly more likely than career-program graduates to have been reverse-transfers.

Temple University was the institution graduates were most likely to have attended prior to CCP. Penn State University, Camden County College, Drexel University, and Holy Family College ran a distant second to Temple University.

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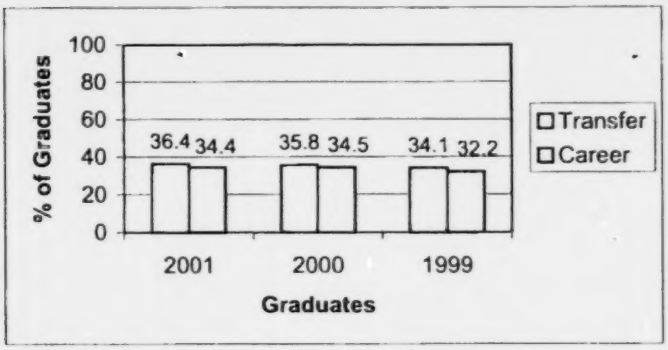
[1] See Tables 81 and 82 in the College Fact Book for the number of degrees and certificates awarded by program (http://inet.ccp.cc.pa.us/vpfin-pl/factbook/factbook.htm).

Figure 1
Percentage of Graduates Who Attended Another College Before CCP

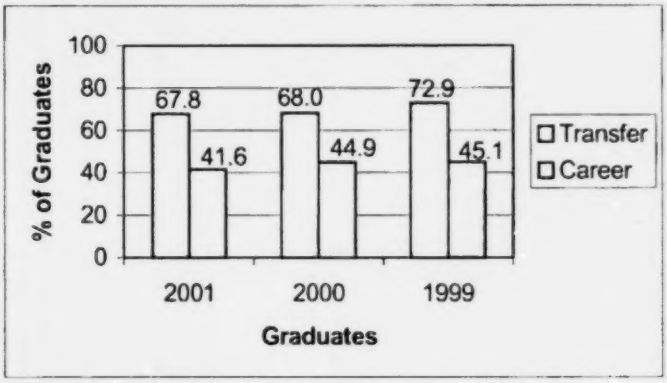


Subsequent College Experience

The transfer rate for CCP graduates within a year of graduation continues to be relatively high. As expected, a larger percentage of transfer-program graduates in 2001 (68%) continued their education than did career-program graduates (41.6%) (Figure 2). The transfer rate reported by 2001 transfer-

Figure 2

Percentage of Graduates Who Attended College After CCP



program graduates was comparable to those reported by their predecessors in 2000 and 1999 while career-program graduates in 2001 were slightly less likely to have transferred than career-program graduates in 2000 and 1999.

More CCP graduates continued their education at Temple University than at any other institution (Figure 3). Drexel University, Chestnut Hill College, and

Alvernia College were other receiving institutions that attracted a fair number of CCP graduates.

Figure 3
Colleges Attended After CCP
2001 Graduates

School	Frequency
ACCC	1
Albright College	1
Alvernia College	9
American Academy McAllister Institute	1
Arcadia University	3
Bloomsburg University of Pennsylvania	1
Cabrini College	3
CCP	2
Chestnut Hill College	10
Cheyney University of Pennsylvania	3
CHI Institute	1
Community College of Morris	1
CSC Institute	1
Drexel University	22
Eastern University	3
Excelsior College	1
Holy Family College	5
Immaculata College	2
Kean University	1
La Salle University	4
Lincoln University	3
MCP Hahnemann University	1
Methodist Hospital School of Nursing	2
Moore College of Art and Design	1
Neumann College	2
Peirce College	4
Pennsylvania State University	2
Philadelphia University	1
Rosemont College	1
Shippensburg University	1
St. Joseph's University	4
SUNY (Empire State)	1
Temple University	76
Thomas Edison State College	2
Thomas Jefferson University	6
Univ. Mass. at Lowell	1
University of Pennsylvania	2
University of Phoenix	1
University of Tampa	1
University of the Sciences in Philadelphia	1

USF	1
West Chester University	3
Widener University	1

CCP graduates in 2001 enrolled in a broad range of programs of study at their transfer institutions. While Education was the field of study for a large number of 2001 CCP graduates, there were also graduates who continued their studies in a variety of business, social and behavioral science, and allied health programs (Figure 4).

Figure 4
Programs of Study at Colleges Attended After CCP
2001 Graduates

Program	Frequency
Accounting	7
Actuarial Science	1
Administrative Justice	1
African American Studies	1
Architecture	1
Art Education	1
Behavior Science	1
Behavioral Health	2
Behavioral Studies	1
BHSS	1
Broadcasting	1
Business	6
Business Administration	5
Business Communications	1
Business Education	1
Business Management	2
Communication Disorders	1
Communications	1
Community and Human Services	1
Comparative Social Studies	1
Computer Science	3
Criminal Justice	9
Criminology	1
Cytotechnology	1
Dental Hygiene	1
Diagnostic Imaging	1
Early Childhood Education	6
Elementary Education	12
Education	15
Education - Special Education	1

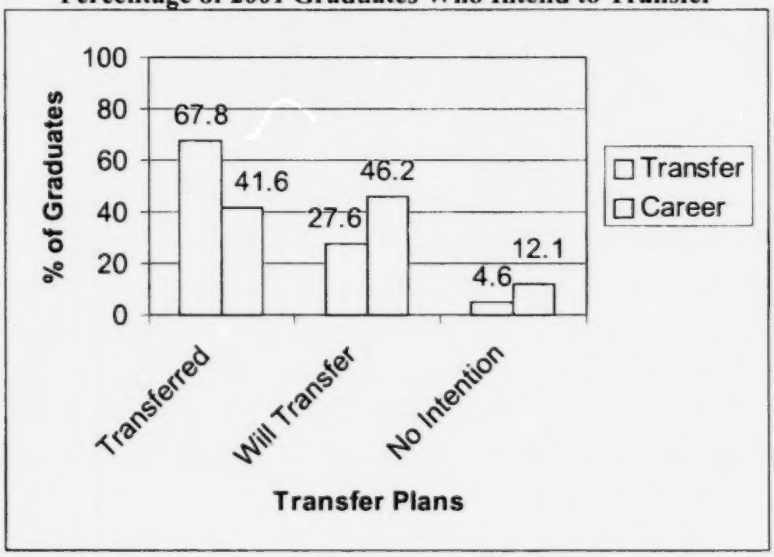
Electrical Engineering	1
English Literature	1
Environmental Science	1
Environmental Studies	1
Finance	2
General Studies	1
Graphic Design	1
Health Information Management	1
History	2
History Secondary Education	1
Human Resources	2
Human Resources Management	1
Human Service	7
Information Systems	2
Interior Design	1
Lab Sciences (Biotechnology)	1
Legal Studies	1
Liberal Arts	2
Marine Biology	1
Marketing	5
Mathematics	1
Mechanical Engineering	1
MIS	4
Mortuary Science	1
Music	1
Nursing	9
Occupational Therapy	1
Organizational Management	3
Paralegal Studies	2
Physical Education	1
Physical Therapy	1
Political Science	2
Psychology	7
Public Relations	1
Real Estate	1
Social Administration	1
Social Science	1
Social Work	5
Sociology	2
Spanish	1
Textiles	1
Therapeutic Recreation	1
Web Development	1
Undeclared	1

Since the preceding transfer rates are based on transfer activities shortly after graduation (6 to 12 months), they do not capture the longer- term transfer

activities of CCP graduates. In order to better understand these activities, graduates in 2001 who were not enrolled in higher education at the time of the survey were asked about their future transfer plans. While 32% of transfer-program graduates had not transferred in the short run, nearly 28% of them intended to do so at some point in the future (Figure 5). It is interesting to note the large percentage of career-program graduates who also possess future transfer plans.

Figure 5

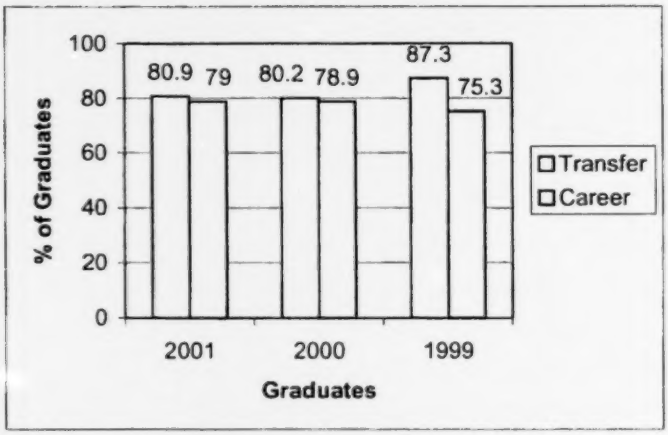
Percentage of 2001 Graduates Who Intend to Transfer



Preparation For Transfer

Most graduates who transferred were very satisfied with several aspects of the preparation for transfer they received while at the College. Most transfer-program and career-program graduates felt they received adequate information and support for transfer while at the College (Figure 6).

Figure 6
Graduates Who Received Adequate Transfer Information And Staff Support While at CCP



Transfer-program graduates were less likely to lose credits in the transfer process than graduates of career-programs. Transfer- program graduates in 2001 who had transferred by the time the survey was underway lost an average of 4.4 credits and career- program graduates lost 6.5 credits (Figure 7). Large numbers of students transferred without a loss of credits. Among 2001 graduates, 56% of transfer program and 45% of career program graduates reported no loss of CCP credits.

Figure 7
Credits Lost by 2001 Graduates in Transfer Process

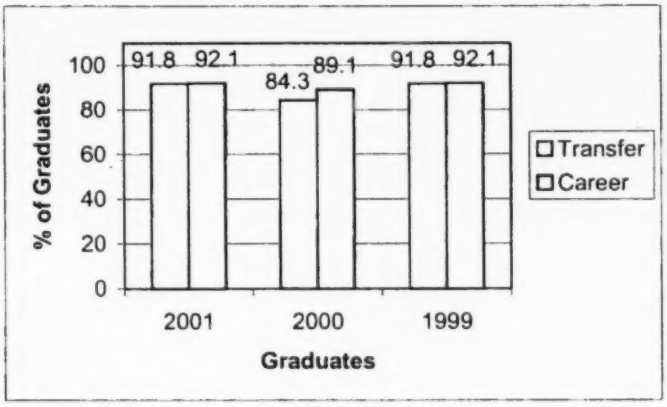
	Transfer	Career
Mean	4.4	6.5
Minimum	0	0
Maximum	30	49

The Appendix contains a list of courses that respondents indicated did not transfer. On the survey, graduates were specifically asked not to list developmental courses or courses in which they did not receive a grade of C or better. Several graduates noted that changing majors contributed to their loss of credits and some graduates made a distinction between courses that were accepted as electives rather than core courses.

Mostly all 2001 graduates who transferred, regardless of their program of study at CCP, felt the College did an excellent or good job of preparing them for transfer. This was an improvement over assessments provided by the graduates who responded to the 2000 survey (Figure 8).

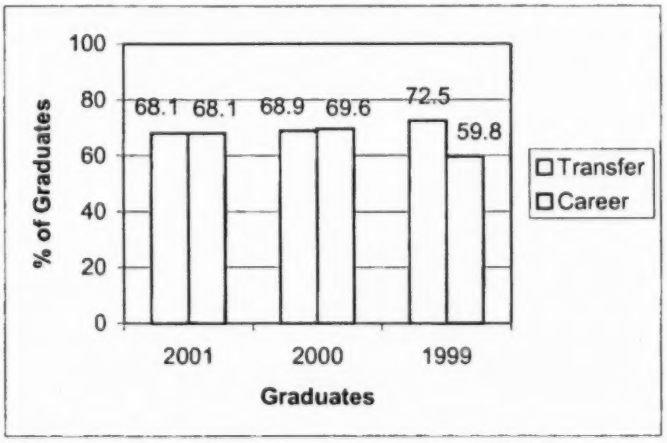
Figure 8
Graduates Who Felt the College Did an

Excellent or Good Job of Preparing Them for Transfer



Graduates in 2001 who transferred were as satisfied as their counterparts in 2000 with the computer technology preparation they received at the College. Sixty-eight percent of both transfer- and career- program graduates in 2001 rated their preparation as excellent or good (Figure 9).

Figure 9
Graduates Who Felt the College Did an Excellent or Good Job of Preparing Them for the Computer Technology Demands at the Transfer Institution



Summary

The rate of transfer of CCP graduates shortly after graduation, regardless of program of study, remains high. Most graduates who subsequently continued their education were pleased with the staff support and course preparation for

transfer they received at the College. To some extent, this may be due to institutional partnership efforts over the last few years that have focused on enhancing articulation with four- year colleges/ universities.

Several graduates provided thoughtful suggestions for improving the transfer preparation experience for future students. These comments, which appear in the Appendix, can be categorized into five clusters: 1) affirmation of the College's efforts in the area of transfer preparation; 2) suggestions related to counseling and advising; 3) suggestions related to curricular or course improvements; 4) suggestions related to technological improvements; and 5) other suggestions.

APPENDIX

CCP Courses That Did Not Transfer

Public speaking, Math 118. (Transferred but did not qualify towards core.)
Marketing 131, DP 103, HIST 103
English 108, DP 103, Jus 171, Geog 101, Hum 101, MHSS 151, Math 118
Chemistry 102
No, but I had to keep fighting
AO 110 and ACCT 100
The ones I lost are not in the program because before transferring to Temple University I changed my major 3 times.
Not many
Math 118
Public Speaking
I chose not to transfer my 6 credits
Education 202
Classes I took didn't apply to my major. I did not know.
Credit can transfer but credits didn't satisfy my major curriculum.
Bio 106, Chem 101-02, Math 118
FOS
ALL
All of American Sign language, Al of Interpreter Education
Don't know yet.
All credits transferred, they just transferred as electives which do nothing for my studies.
All credits accepted most as electives
Intro to paralegal
Not sure
HIST 105
Practicum
None of my paralegal classes transferred - all of my general classes transferred
SOC 101, ECE 254, PSY 201, ECE 151, ECE 111, MHSS 101, ECE 281
MATH 117
Business (1 credit class) (I don't remember correctly, but we used computer, made resume, and cover letter, and so on).
MATH 118, EDUC 202, Biology 107, Spanish 102
Sociology, Art
Due to a change in major. CCP courses were chemistry.
Info not accessible at the time
Many because when I first started CCP, I was not sure which college and what course of study I wanted to pursue.
Office management
Mktg 131, 135, 232, 234, 238, 239; Fin 191, Acct 103, Mngt 111
All my ECE classes count as elective.
Math 101 & 102 received A's; ASL 102, Bio 109
Education 225, Sociology

Math 117
Business Math
OA, CIS
Don't know yet
Some of my 4-credit computer courses transferred as 3.
Math 152, Math 251

The following tables contain comments to the question "How could your CCP education have been more helpful to you in preparation for your present college studies?"

Responses were categorized into five clusters: 1) affirmation of the College's efforts in the area of transfer preparation; 2) suggestions related to counseling and advising; 3) suggestions related to curricular or course improvements; 4) suggestions related to technological improvements; and 5) other suggestions. A separate table appears for each of these clusters of comments.

Affirmations of the College's efforts in the area of transfer

CCP prepared me fully, I have no complaints
Everything was great.
None. CCP encouraged me to go beyond AAS degree. I'm currently enrolled in a baccalaureate program.
Nothing major to change
CCP helped to study at low cost and offered the program I needed to transfer to another college.
I have only attended Chestnut Hill College after CCP. CCP prepared me well.
Couldn't have been any better.
My CCP education has prepared me fully. I am comfortable with my present college studies because of my knowledge from my past CCP education.
It has given me the foundation for successful academic progress.
CCP has been very helpful in many ways.
I can't think of anything.
It couldn't have been better
I think the preparation given by CCP was fairly good. I entered my new school well prepared for my studies.
Everything in my opinion was sufficient.
Could not have been better
CCP was very helpful in preparing me for further education on a Bachelors level.
I think CCP prepared me very well for my college studies now. My CIS, Math + English courses were helpful in my transition to a University, making it very smooth and I was ahead of a lot of other students.
Helped me develop my skills.
It could not have been more helpful. All professors teach in different ways.
It was as much help as possible.
Ok at it's current state. Was very helpful for my current studies
I believe I am well prepared.
CCP courses were not lacking in any aspect. All instructors were knowledgeable, helpful and fair.
My intention was to obtain an associates degree in Liberal Arts & I was able to accomplish this at CCP.

CCP was really helpful, for everything that I needed.
CCP exceeded my expectations, therefore I see no change needed.
Could not have been better
Every experience was phenomenal
CCP gave me the direction and education I needed.
It taught the value of studying.
I think CCP has been very helpful.
My nursing education was more than adequate in preparing me for the state nursing board test.
It could not have been better.
CCP has been as helpful as possible. The counseling service is great.
It was helpful enough.
I am satisfied.
There was no other way my education could have helped me.
The education at CCP has prepared me to continue with my education.
CCP education was a really good strong base for my future education.
Everything satisfactory.
No way. I was and am completely satisfied.
CCP education is excellent.
The CCP education was very helpful.
It was what I needed to prepare for my next school of study

Suggestions related to curricular or course improvements

Broader curriculum
More courses available in telecommunications.
Would like more environmental subjects such as the Delaware Valley College in Doylestown provides.
More off-site courses in neighborhood schools.
Offer more classes at the regional centers
More courses offered at the Northeast regional campus and more computer skills.
More classes offer in the Northeast campus
More classes at Northest
By offering more transferable courses and offering some "co-op" program like Drexel University.
More transferable classes.
More transferable psych classes that are equivalent to other college courses
It would have been more helpful if some of my justice classes had been offered in the evening/night, as well as Saturdays.
Spanish 1 & 2
CCP was kind of easy in comparison to my present school, Temple.
The classes could have been more challenging. CCP was like high school. Jefferson requires more effort and while I attended CCP I expressed my concerns and instructors and counselors said don't worry.
If writing was a requirement in every class no matter the subject. I should have used the learning lab more for writing papers.
My education at CCP would have been more helpful at Temple University if I would have

been use to reading more to prepare for class on a daily basis. More than one book as opposed to one to two chapters.
The faculty must be more involved with the students, school administrators, should return phone calls from students.
More research / writing experience
In offering more science classes ("hands" on experience)
By offering more research opportunities
If I would have taken classes concurrently at CCP and the transfer school
I should have enrolled and picked a concentration.
If I would have taken more classes for my particular major.
Knowing all programs available to me in my field of interest. For example, on graduation at commencement I discovered fashion certificate program.
If the other students were more maturate to get good grades or scores so that I was more pressured to study.
I was missing two key courses that would have been taken at CCP. I had to spend a semester on them.
I need to take two extra prereqs that I could have taken when I was there.
If I would've known what I wanted to do from the beginning.

Suggestions related to counseling and advising

Periodic reviews with a counselor would have been helpful; all that were available at the time were advisors with no direct contact with the department - it was very difficult to get advice relating to my major, data processing teachers at the Northeast campus were helpful.
Should have scheduled mandatory meetings with advisors. Advisors should have more expertise in the curriculum requirements.
A competent advisor could have helped steer me away from 100-level courses to courses that would have helped me toward[s] a degree after transferring.
Counselors could have been more knowledgeable
More planning of future plans should have been expressed so I could understand the planning process for career goals
Advising me to take more transferable credits that were required for my major courses.
If they were better prepared to help transfer students be able to not take class that don't have value once transferred. I took classes that set me back by one year.
Northwest campus needed more transfer information available to the students. Most information I researched on my own.
Knowing which courses would have transferred.
A clearer understanding of what was expected of me once I began Temple University.
Counselors could be more knowledgeable!
Would have been better if I had received information about transferring to another college as soon as I started.
Academic Advisors at NE campus were not very available to me as a part-time evening student.
The classes could have been more challenging. CCP was like high school. Jefferson requires more effort and while I attended CCP I expressed my concerns and instructors and counselors said don't worry.
More readily available information on transferring to new majors and how credits transfer.

The academic advisors were absolutely horrible. Each time I was there they were disinterested and seemed as though my questions were a bother.
Give me a better understanding of my major.
I had no real help transferring, I had to figure everything out myself.
Although my program was fine-tuned for RN, stronger input as to other courses to take would have been helpful.
More avenues could have been explained to further education right away.
I would've liked info for transferring to other schools.

Suggestions related to technological improvements

The computer training could have been better.
Use more technology - PowerPoint, etc.
I like CCP education just the way it is. It is more difficult, some reasons are because CCP does not have enough in class learning technology and students are forced to make their own notes without much help from the instructors. When I transferred I found that it was easier because I was used to my education being more difficult.

Other Suggestions

They could have encouraged me to get my BA or BS. I am in the process, but CCP should promote this.
There is a great need for a closer relationship with Temple. There is still a sense of "Oh, You went to a Community College. It's much different here." When really it isn't. Been to Temple, CCP, & School district PCST High School. About the only difference is that Temple's desire to be different permeates a non-support, non-nurtured environment. CCP was very accommodating.
By having more specific and updated data and connections.
If the Blue & Gold Program offered more money for transfer students.
More tutors
Helping P/T students who work full-time (adults going back to school) to study better for exams.
I would have liked to join a professional organization.
I would like a quicker response when chg. Curriculum. I've been waiting 3 weeks now.

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